



# Bickerstaffe CE School

*Love each other as I have loved you...*

John 15:12 from The Vine and the Branches

\*Love life

\*Love learning

\*Love each other

## ***Behaviour Policy***

*Last Reviewed Date: Spring 2023*

*Next Review Date: Spring 2024*

### ***Mission Statement:***

*Love each other as I have loved you...*

*John 15:12 (The Vine and the Branches)*

### ***Our motto***

*"Love life, love learning, love each other"*

### ***Our Vision***

*We ensure today's children embrace and share God's love, in order to live life in all its fullness, so that they can blossom in tomorrow's world.*

## **Statement of Principles**

*Our aim at Bickerstaffe CE School is for children to learn in a safe and nurturing environment where children are able to live life in all its fullness so that they can blossom in tomorrow's world. We create an inclusive learning environment by nurturing children with positivity, dealing effectively with bullying behaviour and by addressing mental health and well-being problems in our curriculum lessons.*

### **Context**

*This policy should be read in conjunction with those policies listed below:*

- *Health and Safety*
- *Child Protection and Safeguarding*
- *Attendance*
- *Equality Duty*
- *Teaching and Learning*
- *Special Educational Needs*
- *Home-School Agreement*

*Our pupils will be encouraged to develop positive behaviour, rooted in our Christian Values of love, respect, compassion and hope, in recognition of its importance as a lifelong skill.*

### **Through this policy we aim:**

*To provide a safe, happy and friendly environment which encourages today's children to embrace and share God's love, in order to live life in all its fullness, so that they can blossom in tomorrow's world.*

*To enable staff to support children with their behaviour through providing students with strategies to manage their own behaviour.*

*To maintain a calm and purposeful working atmosphere.*

*To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.*

*To provide a clear, fair and consistent approach to behaviour.*

*To foster, nurture and value strong and healthy relationships.*

*To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.*

### **Every member of staff at Bickerstaffe School agrees to:**

*Greet each pupil in a positive manner, every day!*

*Start each day fresh, regardless of any previous incidents.*

*Use a calm, quiet voice when speaking with children*

*Listen to all children when an incident occurs.*

*At Bickerstaffe CE Primary School most children self-regulate their behaviour and behave very well every day and never need reminding about how to behave appropriately. We want to encourage these children and encourage the children who may not behave appropriately sometimes to manage their behaviour positively.*

*At our school we follow our core Christian Values:*

*We Respect, everyone and everything*

*‘Therefore however you want people to treat you, so treat them.’ (Matthew 7:12)*

*We are Compassionate*

*‘Be kind and compassionate to one another, forgiving one another.’ (Ephesians 4:32)*

*We are hopeful about the future*

*‘For I know the plans I have for you, plans to give you hope and a future.’ (Jeremiah 29:11)*

*And everyone in our school*

*‘Loves each other as God loved us.’*

*We ensure these Christian Values underpin everything by developing Positive relationships between all members of our school community. Everyone should have a sense of belonging, feeling safe, secure and valued. (Respect)*

*Everyone learns to cope with all aspects of their lives with support from others. We believe in fostering relationships of mutual engagement. We are responsibility and accountability for own actions and their impact on others. We respect other people, their views and feelings and circumstances. We show compassion for the feelings of others affected by our actions. (Compassion)*

*We involve everyone in school with decisions about their own lives. We create opportunities for reflective change in pupils and staff. (Hope)*

*We have in place a variety of praise systems to promote good behaviour.*

- *Clear and concise expectations of behaviour will be described, modelled and encouraged through class assemblies and in class time to ensure that all children understand what is appropriate.*
- *Unconditional positive regard reinforced with all pupils and stakeholders at all times.*
- *Verbal and written praise from the class teacher or other adult in school for good learning, effort or behaviour. Children who have done some great learning will be asked to share their learning with other teachers and classes.*
- *Teachers will share information about a child’s behaviour – either by the phone, face-to-face, Class Dojo or using postcards to parents – to celebrate appropriate behaviour.*
- *Every Friday, a Celebration Assembly will be held. We will share who has been spotted following our class targets. Children from each class will be given the chance to receive a certificate for Star Pupil and Star Workers and will have an additional reward for each.*
- *Team points will be awarded for children who display our Christian Values.*
- *Children who have demonstrated exemplary behaviour will be invited to have a ‘Hot Chocolate and a Chat’ with the Headteacher at the end of each month.*

- All new children to the school will be welcomed and introduced to everyone and children who have received awards for activities out of school will also receive those in assembly.

However, we understand that occasionally children will behave inappropriately for whatever reason. When children display this behaviour, there are several layers of consequences in place to encourage them to manage their behaviour in a positive way. As a practitioner you should always think 'all behaviour is communication' and what is the child trying to communicate. This may look different in every child.

As much as all classrooms embody the nurturing ethos, some children who need extra support. This may be on an ad-hoc basis in that there has been an unforeseen circumstances (such as a bereavement, traffic accident, family breakdown) that has affected a child's wellbeing.

Other children who need more specialised support will be identified working with school staff and external agencies if necessary an individual plan will be formulated in partnership with the child's parents. For these children it will be necessary to implement behavioural support plans using PIVATS (Performance Indicators for Value Added Target Setting) to facilitate assessments, target setting and the development of appropriate individual strategies. SSPs are reviewed termly. These children will be entered on the CPOMS register. Parents will be informed and the concerns will be discussed. The SENCO and class teacher will monitor progress against the targets set for improvements. If there is no significant improvement the Headteacher will be involved.

Individual context will always be taken into account. No child is ever defined as naughty. It should be explained to the child that they have made a wrong choice. Children should be supported through a difficult period by the adults in school and the situation should be viewed as a teachable moment. Children should know that they are not defined by an event. They are allowed to make mistakes and can learn from them. Once a situation is dealt it is finished and this needs to be clear to the child.

Termly supervision meetings will be held for all teaching staff in order to provide support for their wellbeing.

### **Restorative Approach**

Our restorative approach is based on our four Christian Values:

RESPECT – for everyone by listening to other opinions and learning to value them

COMPASSION- Showing empathy and compassion for others and how they have been affected

HOPE– Learning from an incident, and building better relationships for a hopeful future.

This approach starts with a restorative enquiry, if conflict arrives, over low level issues i.e. friendship breakups, disputes over games, running in the corridor and not responding to reasonable adult requests.

When using restorative questioning the following questions will always be asked in a quiet and appropriate area of the learning space.

Questions will be first asked to the person who has been harmed and then to the harmer.

- Tell me what happened?
- What were you thinking? And now?
- How did you feel? How do you feel now?
- Who else has been affected?

- *What do you need / need to do to fix this / move on?*

*Explain format:*

- *Only one person talks at a time.*
- *No interrupting.*
- *Be respectful to each other.*
- *Listen carefully to each other.*
- *Confidentiality-explain that this is between the people involved (plus parents if required).*

*Be aware of any matters i.e. Child Protection. If something is disclosed appropriate measures are to be taken in order to follow the school's child protection policy.*

*If young people do not meet expectations or are still /become angry, stop mediation! Always involve Senior Teacher and Headteacher at this point. If child needs a time out send to see Mrs Carlin. However any resolution will always involve the child and the adult involved.*

*Staff will listen and then discuss an incident and consequences without the child being present. Being mindful that any negative language can impact a child's self-esteem and sense of belonging.*

*Staff must ensure that a consequence is never associated with a curriculum area e.g. writing lines, reading, times tables.*

*Feedback to parents should be given when a child has been harmed. This will always be communicated by the class teacher who will use their professional judgement as whether the parent of the harmer are informed of the incident. It should always be made clear to the parent that the situation was dealt with in a restorative manner and that the situation is finished now as all parties involved left feeling the situation had been resolved.*

## **Roles & Responsibilities**

### **The role of the class teacher**

- *Teachers have a statutory authority to discipline pupils for misbehaviour which occurs in school or elsewhere when they are in charge.*
- *It is the responsibility of class teachers to ensure that the school rules and classroom rules are enforced and that children behave in a responsible manner during lesson time.*
- *The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.*
- *The class teacher treats each child fairly, showing respect and understanding individuals*
- *If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher.*
- *The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.*
- *The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. Behaviour procedures may follow between school and parents. The role of teaching assistants and support staff*
- *Teaching assistants and support staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.*
- *Teachers, teaching assistants and support staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.*

### **The role of the Headteacher**

- *Headteacher's are responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among pupils.*
- *Headteacher's must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.*

- *It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.*
- *The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.*
- *The Headteacher keeps records of all reported serious incidents of misbehaviour.*
- *The Headteacher has the responsibility for giving fixed-term suspension to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.*

### **The role of parents and carers**

- *The school works closely with parents and carers, so that children receive consistent messages about how to behave at home and at school.*
- *We explain the school rules in the prospectus, and we expect parents and carers to read them and to support them.*
- *We expect parents and carers to support their child's learning, and to co-operate with the school, as set out in the Home-School Agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.*
- *If the school has to use sanctions, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, formal grievance procedures can be followed, see complaints procedure below.*

### **The role of governors**

- *The governing body is responsible for setting general principles that inform the behaviour policy. The governing body must consult the Headteacher, school staff, parents and pupils when developing these principles.*
- *The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.*

### **Complaints Procedure**

*This section should be read in conjunction with the school's complaint procedure. A full copy of which, is available on our website or from the school office. In respect of this policy in particular it should be noted that:*

- 1) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.*
- 2) Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.*
- 3) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.*
- 4) Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.*
- 5) Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.*
- 6) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.*
- 7) Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.*
- 8) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff*

### **Anti-Bullying**

*The school does not tolerate bullying and takes the issue seriously. Any incidents are investigated immediately and followed by appropriate action. A separate Anti -Bullying Policy is in place to support the aims of the school. These systems are intended to ensure that each child feels happy, safe, secure, positive and valued within the school, so that self-esteem and confidence are built up and productive learning and achievement can take place,*

## **Conclusion**

Through this policy we can ensure that all who help and support the children in particular and the school generally i.e. governors, headteacher, senior staff, class teachers, support staff and other agencies (outreach staff, Education Welfare etc ) are clear about our philosophy as regards behaviour and about the outreach procedures adopted.

Regular training on various aspects (eg. Team Teach etc ), careful monitoring and cooperation with High Schools to make transfer between key stages as smooth as possible, should help to ensure that the policy continues to enhance the Mission of the school and that every child will benefit.

### Success Criteria

- Inclusion of all pupils
- Prevention of exclusion
- Successful early intervention for children with S.E.N
- Support for parents/ families
- Effective practice within the school in relation to the Code of Practice.
- Staff and school development / improvement.
- That the school has access to a wide range of support pertinent to need.